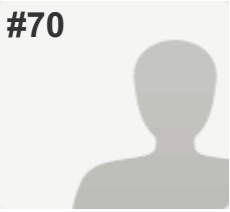


#70

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, June 28, 2016 10:18:05 AM**Last Modified:** Tuesday, June 28, 2016 3:24:13 PM**Time Spent:** 05:06:07**IP Address:** 207.28.25.7

PAGE 2

Q1: Name of School District:	Western Dubuque Community School District
Q2: Name of Superintendent	Rick Colpitts
Q3: Person Completing this Report	Kelly Simon

PAGE 3

Q4: 1a. Local TLC Goal

Promote a supportive environment for beginning, career, and mentor teachers for continued professional growth.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Long-term goal/measure 1 – Beginning Teachers.

Goal: Retain new hires in our district while maintaining our high-expectations and supporting them in the field.

Measure: Since 2014, we have hired 23 new (Initial License) teachers and 12 new-to-district (Standard License). Of the 35 hires, we have retained 32, giving us 91%.

Long-term goal/measure 2 – Beginning Teachers.

Goal: Fully support each new hire through our Teacher Leadership and Compensation System in the roles of Instructional Coaches and Mentor/Model teachers.

Measure: In the schools years of 2014-2015 and 2015-2016, 100% of new hires have been assigned and reported a successful working relationship with a Mentor/Model teacher.

Measure: Additionally during the 2015-2016 school year, 29 of the 32 (91%) new hires have worked with an Instructional Coach (by choice) at a "Level 5" (We define "Level 5" as a full Coaching Cycle – where a teacher chooses to work with an Instructional Coach to set student-centered goals, collect data, plan and implement with the coach, and the cycle has a clear impact on student achievement). This long-term goal supports continued professional growth for our beginning teachers.

Long-term goal/measure 3 – Career Teachers.

Goal: WDCSD promotes and provides support for continued professional growth for our career teachers through opportunities to work with an Instructional Coach and/or visit Model classrooms.

Measure: After the 2014-2015 school year, we wanted to create a better measurement system for this goal. As mentioned above, we created a Level 1-Level 5 Coaching System in order to constantly and consistently measure our impact. The Instructional Coaches meet each month to make data moves and discuss what level of coaching (if any) was taking place with the teachers in their buildings. We tracked the data all year. Based off our data tracking, district-wide, by the end of the year, 32% of our career teachers reached a Level 5 (highest level of the Coaching Cycle with an IC), another 26% worked with a coach at a Level 4 (planning, goal setting, and reflective conversations with a coach – all of the details of a Level 5 with the absence of data), and only 3% remained at a Level 1 (relationship building state of coaching). All other teachers fell somewhere in between these levels. Throughout the year, 58% of career teachers improved their teaching practices by working with an Instructional Coach.

Q7: 2a. Local TLC Goal

Ensure systematic continuous improvement through collaboration, teacher leadership, and best practice instruction strategies.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Measures:

1) Teacher Satisfaction Survey Question: The book study portion of professional development assists me in developing and growing professionally. 130/204 (64%) reported Satisfied to Very Satisfied; 67/204 (32.84%) reported Somewhat Satisfied; 7/207 (3.43%) reported Unsatisfied.

Note: the book study portion of PD is led by one of our TLC roles, Professional Development Facilitators.

2) Teacher Satisfaction Survey Question: Our collaboration time assists me in developing/growing professionally. 149/200 (75%) reported Satisfied or Very Satisfied; 40/200 (20%) reported Somewhat Satisfied; 11/200 (5.50%) reported Unsatisfied.

3) Teacher Satisfaction Survey Question: The best-practice instructional strategies we focused on during building PD assisted me in developing/growing professionally. 151/199 (76%) reported Very Satisfied/Satisfied; 38/199 (19%) reported Somewhat Satisfied; 10/199 (5.03%) reported Unsatisfied.

4) Teacher Satisfaction Survey Question: The Instructional Coach has helped me improve by teaching practices. 121/174 (69.54%) responded "yes".

5) Additional sample of narrative responses from teachers:

- "Working with Renee at WDHS has been a great experience. I've finally been able to change things up in my classroom with positive support, feedback, and wonderful ideas! I hope these positions are here to stay! - (teacher, 5.16.16)

- The IC's are awesome! Best thing ever for teachers. When I'm stuck with a new idea/lesson/stagey, they are there to bounce ideas off of, and to provide assistance with the lesson. They always make time for teachers. (teacher, 5.16.16)

- My coach pushed me harder than I have ever been pushed to question what is most impactful for kids in terms of my instruction. (teacher, 5.13.16)

- I would not be half the teacher I am today without out instructional coaches. I have learned about how to implement high impact strategies in my classroom on a daily basis and it is having a positive impact on my students. (5.13.16)

- I always felt as a veteran teacher I didn't need any help - especially from an instructional coach because they would probably just judge/evaluate me; however, after working with the coaches, that negative first thought was blown to smithereens! Both coaches have helped shape my lessons by asking questions or making subtle suggestions. They always made sure that I had the power to say no, but their suggestions were fantastic and often incorporated ideas/concepts that were important but overlooked by me. The collaboration is between colleagues- not at all evaluative. I appreciate their feedback, and I don't know where I'd be without them. By far and away, having instructional coaches have made me into a better teacher. (teacher, 5.13.16)

- Our instructional coaches have made a deep impact on our teaching, our professional development and provide support to teachers in the classroom. They are leaders and a true go to person when we are stuck or need to bounce ideas around. They are resourceful and willing to help in any way we need. A great addition to our district. Our instructional coach is a team player and she is so open and inviting. She is helpful and supportive in all we want to try to do! (teacher, 5.12.16)

- As a new teacher to the district, Olin Skattum has been essential to my growth as an educator. Olin is always willing to collaborate. He has also been instrumental in assisting me refine my effective questioning skills. (teacher, 5.12.16)

Q10: 3a. Local TLC Goal

Provide multiple leadership opportunities for all through a fair and rigorous selection process.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Maintain 20% or higher percentage of our teacher in leadership positions as supported by the TLC Grant. For the 2015-2016 school year, we had 53/245 (22%).

Q13: 4a. Local TLC Goal

Improved teaching practices that result in engaging instruction and assessments for increased student learning

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Iowa Tier (AIMSWeb data):

2015-2016 Grade 3 Fall to Spring MAZE data students at benchmark (each of our elementary schools listed below)

PES Fall 25/45 55%

PES Spring 35/45 77%

FES Fall 17/38 44.7%

FES Spring 31/38 81.5%

EES Fall 26/40 65%

EES Spring 34/40 85%

DES Fall 31/49 63%

DES Spring 43/49 88%

CES Fall 28/44 64%

CES Spring 39/44 89%

Average improvement from Fall to Spring is 25.8%

Iowa Assessments:

Year 1 of TLC - 2014-2015 District-Wide Reading (Grades 3-11) 1,248/1,563 (79.85%) proficient

Year 2 of TLC - 2015-2016 District-Wide Reading (Grades 3-11) 1,305/1,652 (79%) proficient

Year 1 of TLC - 2014-2015 District-Wide Math (Grades 3-11) 1,397/1,568 (89.09%) proficient

Year 2 of TLC - 2015-2016 District-Wide Math (Grades 3-11) 1,458/1,657 (87.99%) proficient

Year 1 of TLC - 2014-2015 District-Wide Science (Grades 3-11) 1,306/1,567 (83.34%) proficient

Year 2 of TLC - 2015-2016 District-Wide Science (Grades 3-11) 1,335/1,656 (80.62%) proficient

ACT: Our ACT scores from 2014-2015 to 2015-2015 when up on average by 1.74 points. (based on the Class of 2017)

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

After year two of TLC, our overall standardized test scores (esp Iowa Assessments) are not reflective of the positive impact that is being made. We know this data will take more time to see - as we know the work we are doing is what is best for students.

We have made minor changes to our Professional Development plan - in particular allowing for additional choices to our Book Study options (as this was our lowest area of satisfaction as reported by teachers), and we will be strengthening the Model teacher role to make them a more active participant in sharing instructional practices with other teachers.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

I have included some of these comments on the previous goal responses.

This truly has been the most impactful change our district has had. Our teacher leaders are paving the way as we move from good to great at WDCSD.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.
